

Introduction:

Blue Lake Union Elementary School is a small, rural school located at 631 Greenwood Rd. in Blue Lake, CA. The school is in declining enrollment but in the last eight years has hovered between 170 and 190 enrolled in Tk through 8th grade. The Board of Trustees, the community, and the staff are committed to preserving music, library, and single grade classrooms as their highest priorities while delivering a comprehensive California Common Core State Standard curriculum in the areas of English-Language Arts and Mathematics.

Over the past eight years, the English-Language Learner population has grown but is still small in number. Students with disabilities requiring an Individual Education Plan and specialized services is atypically high when compared to schools of similar size.

The Blue Lake School District is a TK – 8 district; therefore some portions of the state priorities are not applicable. These include:

Priority 4:

- Share of students who are college and career ready,
- Share of students who pass advanced placement exams,
- Share of students who are prepared for college by EAP.

Priority 5:

- High School graduations rates.

LEA: Blue Lake Union Elementary

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in

Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject*

areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
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The School Site Council and Superintendent developed a LCAP work group to solicit input from the parents through a questionnaire. The questionnaire focused on questions of areas that the work group was interested in for future development and also parental satisfaction of current implemented goals. The work group met on January 7, 2016, January 25, 2016, April 19, 2016 and May 17, 2016; Each month at the Governing Board meeting, there is a review of the LCAP and progress both in meeting goals and developing focus for the future. The Superintendent also met with the parents representing our ELL students, our children in foster placements, and those who are homeless currently on May 3, 2016 and May 10, 2016. No student input gathered for 2015-2016. District will take action to include students in 2016-2017, 2017-2018 plan.

The school also worked with the St. Joseph Family Resource Center to host 2 free community dinners on November 19, 2015 and April 21, 2016 so that the community could participate and enjoy the school, giving an opportunity to communicate their thoughts and suggestions to the Superintendent-Principal.

Expenditures for the 2015 - 2016 school year are as of April 25, 2016 and the second interim reporting cycle.

From the two community dinners, the school community and its' stakeholders are very pleased with the accomplishment of bringing the food service program back to our school kitchen and have hired our own food service employees. While the number of students participating in our meal program has doubled daily, the concern now is making sure there is adequate time to serve the students and allow time to eat.

Another area of accomplishment from the goals in the area of facilities was in completing the school-wide painting process. There was a concern expressed regarding playground equipment and therefore it is addressed as an action item.

In student achievement, Rtl and ELL services were increased. Communication in native language in a timely fashion was implemented successfully.

The district trained and instituted an afternoon bus run.

The school partnered with Remi Vista to provide counseling services for students with Medi-Cal eligibility. The district hired a school psychologist to provide both assessment and IEP related services as well as academic counseling.

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| <p>Annual Update:</p> <p>After review of previous parent questionnaires and surveys, the LCAP work group redefined the focus questions to make sure that and opportunity for parent input for the progress on LCAP goals. The survey was distributed in February, 2016 to every family with children enrolled at Blue Lake School. We had 105 enrolled students represented in the returned surveys equalling 59% of the student body, Tk through 8th grade.</p> <p>At the community dinners more than 50 community members participated at each dinner. Those attending weighed in on the Facilities, Food Service, and our ASES program.</p> <p>The district settled with BLUEST bargaining unit on regarding the 3% increase to the certificated salary schedule on November 30, 2015. The classified staff does not have a bargaining unit. has had multiple updates and have provided input and data regarding current goal progress. Teachers also met on Sept. 1, 2015, January 18, March 14, April 25, and May 10 to provide data on goals with regard to parent contact, reading fluency, and staffing.</p> | <p>Annual Update:</p> <p>In the areas of student achievement: While the district has a very small number of ELL student, the district needs to increase the service time available to meet the needs of our English Language Learners. The district also needs to strengthen the opportunities and services in both Tier 1 and Tier 2 of the Rtl model.</p> <p>The areas of absenteeism and tardies had some small areas of improvement but overall, the absenteeism and chronic tardy issue was compounded this year rather than seeing reductions.</p> <p>There was an increase of the availability of teacher-led tutoring for our at-risk and low achieving students on campus due to the contractual agreements made with the teaching staff to equal 21 hours outside of the contracted days dedicated to professional development and student achievement.</p> |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and

each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite

level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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| GOAL: | 1. Parents and students will be engaged in the learning community at Blue Lake School. | <p>Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 _6 _7 _8 Local:</p> <p>Basic (1) and Parent Involvement (3): All parents will complete a survey, in their home language, with each report card to:</p> <ul style="list-style-type: none"> • Record their contacts with the teacher and administration over the course of the trimester • Rate their satisfaction with those contacts <p>Student Engagement (5): Phone log of translated calls on a trimester basis. Tardies and attendance will be tracked on a trimester basis. 6th - 8th grade students who are tardy or absent >3 per month will have a student conference to reduce potential dropout.</p> |
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| Identified Need: | <p>In the feedback from the parent and community stakeholders, we found that:</p> <ul style="list-style-type: none"> • ALERT NOW, automated messages, felt ineffective due to overuse • The Website and Handbook are under utilized • Families would like choice in the medium in which they receive communication • Contact needs to be more than at one parent-teacher conference and Back-To-School Night <p>With regard to absences and attendance, the stakeholders reported that there should be communication, conferences, and positive incentives prior to tardy and absence concerns. Our 6-8 grade (67 total students) had 12% of the students in the chronically absent range during 1st trimester and 24% in the 2nd trimester.</p> | |
| Goal Applies to: | Schools: All grades, all schools Grades: All | Applicable Pupil Subgroups: Foster Youth, American Indian or Alaska Native, Hispanic or Latino, Low Income Pupils, Redesignated fluent English proficient, English Learners, White, Students with Disabilities, Homeless |
| LCAP Year 1 | | |
| Expected Annual Measurable Outcomes: | <p><u>Metric</u></p> <p>Basic (1) & Parental Involvement (3): All parents will be complete a survey regarding number of contacts between families/parents and staff that also denotes parent satisfaction with the contacts at the end of each trimester with report cards.</p> <p>Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis to measure attendance rate and chronic absentee rate.</p> <p><u>Outcome</u></p> <p>80% of families/parents including parents of students with disabilities will contribute to LCAP planning and other site decision making committees as evidence by sign-in rosters. 80% of 6th - 8th grade parents will be involved in at least one student-led individual conference as evidenced by teacher recorded roster.</p> <p>Attendance rate will be increased to 95% and daily unexcused tardies and unexcused absences will be reduced by 10%.</p> <p>Middle School drop-out rate will remain at zero</p> | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>All automated calls will be done in home language. Also, parents will have the opportunity at each the beginning of school, first trimester, and second trimester to indicate if they want those calls via text, a call, or an email and to update their information.</p> <p>The district will investigate the ability to categorize types of calls to intended audience, for example, bus messages are not sent to students who do not utilize school provided transportation.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$500.00 - LCFF based, technology, and services;</p> |
| <p>Positive & negative consequence Yellow and Blue ticket program for attendance & tardies for all students; daily communication regarding attendance for all students in thier home language.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$500.00 - Lottery/Supplies</p> |
| <p>Newsletters, Handbook, and letters from the office will be translated into home language. A Spanish version of the newsletter will be posted on the website monthly. FAQ and "Easy Attendance Guide" will be developed and distributed through newsletters and on website.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>Administrative Secretary; LCFF Based; salaries and benefits; \$2,087</p> |

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| <p>To assist attendance, district bus transportation will be maintained to and from school.</p> <p>The district will provide transportation contract that would include noting the need for gas cards and/or bus passes for homeless students.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>\$34,368 - Transportation Funds: salaries; benefits; supplies</p> <p>\$100 - Title I: supplies</p> |
| <p>Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>Cost included in Superintendent-Principal salary in LCFF base</p> <p>\$108,430 salary and benefits</p> |
| <p>The vice-principal and counselor will meet with all students in grades 6-8 with a GPA lower than 2.0 to develop a learning plan, each trimester to encourage student engagement and deter future dropout possibilities.</p> | <p>Grade 6th-8th</p> <p>Grades: 6th, 7th, 8th</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>Included in teacher salaries</p> |
| <p>LCAP Year 2</p> | | | |

| <p>Expected Annual Measurable Outcomes:</p> | <p>Metric</p> <p>Basic (1) & Parental Involvement (3): All parents will be complete a survey regarding number of contacts between families/parents and staff that also denotes parent satisfaction with the contacts at the end of each trimester with report cards.</p> <p>Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis.</p> <p>Outcome</p> <p>The number of contacts between families/parents and staff and the parent satisfaction level with parent/staff interaction will be at least 80% as evidenced in a parent survey. 6th - 8th grade parents will be involved in at least one student-led individual conference as evidenced in the parent survey.</p> <p>Attendance rate will be increased to 95% and daily unexcused tardies will be reduced by 10%.</p> <p>Middle School drop-out rate will remain at zero.</p> | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>All automated calls will be done in home language. Also, parents will have the opportunity at each the beginning of school, first trimester, and second trimester to indicate if they want those calls via text, a call, or an email and to update their information.</p> <p>The district will categorize types of calls to intended audience, for example, bus messages are not sent to students who do not utilize school provided transportation.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$500.00 - LCFF based, technology, and services;</p> |

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| <p>Positive & negative consequence Yellow and Blue ticket program for attendance & tardies for all students; daily communication regarding attendance for all students in their home language.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p> | <p>\$500.00 - Lottery/Supplies</p> |
| <p>Newsletters, Handbook, and letters from the office will be translated into home language. A Spanish version of the newsletter will be posted on the website monthly.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>Administrative Secretary; LCFF Based; salaries and benefits; \$2,087</p> |
| <p>To assist attendance, district bus transportation will be maintained to and from school. The district will provide transportation contract that would include noting the need for gas cards and/or bus passes for homeless students.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p> | <p>\$34,368 - Transportation Funds: salaries; benefits; supplies \$100 - Title I: supplies</p> |
| <p>Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>Cost included in Superintendent-Principal salary in LCFF base \$108,430 salary and benefits</p> |

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| <p>The vice-principal and counselor will meet with all students in grades 6-8 with a GPA lower than 2.0 to develop a learning plan, each trimester to encourage student engagement and deter future dropout possibilities.</p> | <p>Grade 6th-8th Grades: 6th, 7th, 8th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Included in teacher salaries</p> |
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LCAP Year 3

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| <p>Expected Annual Measurable Outcomes:</p> | <p><u>Metric</u></p> <p>Basic (1) & Parental Involvement (3): All parents will be complete a survey regarding number of contacts between families/parents and staff that also denotes parent satisfaction with the contacts at the end of each trimester with report cards.</p> <p>Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis.</p> |
| | <p><u>Outcome</u></p> <p>The number of contacts between families/parents and staff and the parent satisfaction level with parent/staff interaction will be at least 80% as evidenced in a parent survey. 6th - 8th grade parents will be involved in at least one student-led individual conference as evidenced in the parent survey.</p> <p>Attendance rate will be increased to 95% and daily unexcused tardies will be reduced by 10%.</p> <p>Middle school drop-out rate will remain at zero.</p> |

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| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
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| <p>Positive & negative consequence Yellow and Blue ticket program for attendance & tardies for all students; daily communication regarding attendance for all students in thier home language.</p> | <p>All Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>\$500.00 - Lottery/Supplies</p> |
| <p>Newsletters, Handbook, and letters from the office will be translated into home language. A Spanish version of the newsletter will be posted on the website monthly.</p> | <p>ALL Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>Administrative Secretary; LCFF Based; salaries and benefits; \$2,087</p> |
| <p>To assist attendance, district bus transportation will be maintained to and from school.</p> <p>The district will provide transportation contract that would include noting the need for gas cards and/or bus passes for homeless students.</p> | <p>All Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p> | <p>\$34,368 - Transportation Funds: salaries; benefits; supplies \$100 - Title I: supplies</p> |
| <p>All automated calls will be done in home language. Also, parents will have the opportunity at each the beginning of school, first trimester, and second trimester to indicate if they want those calls via text, a call, or an email and to update their information.</p> <p>The district will categorize types of calls to intended audience, for example, bus messages are not sent to students who do not utilize school provided transportation.</p> | <p>All Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p> | <p>\$500.00 - LCFF based, technology, and services;</p> |

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| <p>Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared.</p> | <p>All Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Cost included in Superintendent-Principal salary in LCFF base \$108,430 salary and benefits</p> |
| <p>The vice-principal and counselor will meet with all students in grades 6-8 with a GPA lower than 2.0 to develop a learning plan, each trimester to encourage student engagement and deter future dropout possibilities.</p> | <p>Grade 6th-8th Grades: 6th, 7th, 8th</p> | <p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Included in teacher salaries</p> |

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| <p>GOAL:</p> | <p>2. Students will achieve California Common Core competency in core academics and will be prepared for high school and post-secondary opportunities.</p> | | <p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: Basic (1): Using the Williams reports and FIT (Facilities Inspection tool, the district will meet the expectation of hiring and retaining highly qualified teachers and maintain sufficient materials for every student. CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation. Student Achievement (4): Using program enrollment data (Rtl, Special Education, CELDT data, and CAASPP Interim Assessments) to measure student CCSS proficiency. Analyze the 2016-2017 CELDT data to determine percentage of students eligible for services. Analyze the previous year CAASPP data to determine students near or at proficiency. Course Access (7): Using report cards and district Student Information System, students will receive instruction in all core curricular areas. Other Student Outcomes (8): All students in 4th - 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p> |
| | <p>Identified Need: 30% of our enrollment is receiving special education services or performing below grade level standards.</p> | | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All</p> | |
| | <p>Grades:</p> | <p>All</p> | |
| <p>Applicable Pupil Subgroups:</p> | | <p>All</p> | |

LCAP Year 1

Expected Annual Measurable Outcomes:

Metric

Basic (1): Using the Williams reports and FIT (Facilities Inspection tool, the district will meet the expectation of hiring and retaining highly qualified teachers and maintain sufficient materials for every student.

CCSS Implementation (2): Teachers will participate in 21 hours of PD directly related to CCSS implemenation.

Student Achievement (4): Using program enrollment data (Rtl, Special Education, CELDT data, and CAASPP Interim Assessments) to measure student CCSS proficiency. Analyze the 2016-2017 CELDT data to determine percentage of students eligible for services. Analyze the previous year CAASPP data to determine students near or at proficiency.

Course Access (7): Using report cards and district Student Information System, students will receive instruction in all core curricular areas.

Other Student Outcomes (8): All students in 4th - 8th grade will participate in the Science Fair and History Day on an alternating year cycle.

Outcome

The district will have 100% of their certificated teachers meeting the Highly Qualified status.

The district will have 100% compliance with the Williams Act on sufficiency of materials.

Individual student fluency will increase by 25% or meet grade level standard; the district will increase staff and student participation in Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week. Student Achievement on the CAASPP summative EL test will increase by 5% from the 39% who scored Met or Exceeded the Standard in 2014-15 and 5% on the Math test from the 23% who scored Met or Exceeded the Standard in 2014-2015.

All EL Students will advance by at least one performance level per year as evidenced by CELDT report.

Students who have been receiving EL services for three years will be reclassified at a rate not less than the state average reclassification rate for EL students.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>The district will maintain average class sizes of no more than 24 per grade level. The district will ensure that English-Language Arts and Mathematics will be taught in single graded configurations.</p> | <p>School and District wide Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$614,878 - LCFF base, Supplemental/C oncentration, Title II, Title I, EPA (Education Protection Act), REAP (Rural Education Achievement Program), salaries and benefits</p> |
| <p>A credentialed teacher will provide technological literacy, RtI, and Structured Language Development instruction.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p> | <p>\$60,220 - Supplemental/C oncentration funds; salaries and benefits</p> |
| <p>Provide Academic Counseling Services</p> | <p>School and District wide Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$18,503 - LCFF base funding; salaries and benefits</p> |

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| <p>Maintain a minimum of .20 FTE (one day per week) of music instruction for students K-8.</p> | <p>School and District wide Grades: All</p> | <p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$12,585 - LCFF based funding; salaries and benefits</p> |
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| <p>District will maintain current salary schedule to allow for 21 hours of staff development specifically designated for instructional strategies & school climate beyond the school day.</p> <p>Provide 2 days of substitute coverage for CCSS related staff development for each credentialed staff person.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>3% salary maintenance of contractually accepted salary schedule for general education teachers, counselor, and special education teachers - \$25,138 - Supplemental/Concentration funds, salaries and benefits</p> <p>\$3,015 for substitute costs - Supplemental/Concentration funds, salaries and benefits</p> |
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| <p>Provide 1 book per student for Summer/Reading/Literacy Project.</p> <p>Provide literature-based curriculum designed to assist building English Skills.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>\$2,000 - Supplemental/C oncentration funds and supplies</p> |
| <p>Provide registration and backboard materials for Science Fair and History Day projects.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>\$ 500 - Lottery and supplies</p> |
| <p>LCAP Year 2</p> | | | |

| <p>Expected Annual Measurable Outcomes:</p> | <p>Metric</p> <p>Basic (1): Using the Williams reports and Facilities Report Card, the district will provide a physical plant conducive to learning with sufficient materials and qualified teachers.</p> <p>CCSS Implementation (2): Teachers will participate in 21 hours of PD directly related to CCSS implementation.</p> <p>Student Achievement (4): Using program (Rtl, Special Education) enrollment data, CELDT data, and CAASPP Interim Assessments to measure student CCSS proficiency.</p> <p>Course Access (7): Using report cards and SchoolMaster, student will receive instruction in all core curricular areas.</p> <p>Other Student Outcomes (8): All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p> <p>Outcome</p> <p>Individual student fluency will increase by 25% or meet grade level standard; the district will increase staff and student participation in Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week.</p> <p>All EL Students will advance by at least one performance level per year as evidenced by CELDT report.</p> <p>Students who have been receiving EL services for three years will be reclassified at a rate not less than the state average reclassification rate for EL students.</p> | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>The district will maintain average class sizes of no more than 24 per grade level. The district will ensure that English-Language Arts and Mathematics will be taught in single graded configurations.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>\$570,721 - LCFF base, Supplemental/C concentration, Title II, Title I, EPA (Education Protection Act), REAP (Rural Education Achievement Program), salaries and benefits.</p> |

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| A credentialed teacher will provide technological literacy, Rtl, and Structured Language Development instruction. | School and District wide Grades: All | <input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other | \$63,545 - Supplemental/C oncentration funds; salaries and benefits |
| Provide Academic Counseling Services | School and District wide Grades: All | <input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other | \$18,796 - - LCFF base funding; salaries and benefits |
| Maintain a minimum of .20 FTE (one day per week) of music instruction for students K-8. | School and District wide Grades: All | <input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other | \$12,750 - - LCFF based funding; salaries and benefits |

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| <p>District will maintain current salary schedule to allow for 21 hours of staff development specifically designated for instructional strategies & school climate beyond the school day.</p> <p>Provide 2 days of substitute coverage for CCSS related staff development for each credentialed staff person.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>3% salary maintenance of contractually accepted salary schedule for general education teachers, counselor, and special education teachers - \$24,053 - Supplemental/C oncentration funds, salaries and benefits</p> <p>\$3064 for substitute costs - Supplemental/C oncentration funds, salaries and benefits</p> |
| <p>Provide 1 book per student for Summer/Reading/Literacy Project.</p> <p>Provide a literature-based curriculum designed to build English skills.</p> <p>Provide a weekly time for students to go to the school library</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$2,000 - Supplemental/C oncentration funds and supplies</p> |

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| <p>Provide registration and backboard materials for Science Fair and History Day projects.</p> | <p>School and District wide Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$ 500 - Lottery and supplies</p> |
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LCAP Year 3

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| <p>Expected Annual Measurable Outcomes:</p> | <p><u>Metric</u></p> <p>Basic (1): Using the Williams reports and Facilities Report Card, the district will provide a physical plant conducive to learning with sufficient materials and qualified teachers.</p> <p>CCSS Implementation (2): Teachers will participate in 21 hours of PD directly related to CCSS implementation.</p> <p>Student Achievement (4): Using program (Rtl, Special Education) enrollment data, CELDT data, and CAASPP Interim Assessments to measure student CCSS proficiency.</p> <p>Course Access (7): Using report cards and SchoolMaster, student will receive instruction in all core curricular areas.</p> <p>Other Student Outcomes (8): All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p> <p><u>Outcome</u></p> <p>Individual student fluency will increase by 25% or meet grade level standard; the district will increase staff and student participation in Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week.</p> <p>The district will redesignate 1 ELL student. (Currently 4 students are served, 2016-2017)</p> <p>All EL Students will advance by at least one performance level per year as evidenced by CELDT report.</p> <p>Students who have been receiving EL services for three years will be reclassified at a rate not less than the state average reclassification rate for EL students.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>The district will maintain average class sizes of no more than 24 per grade level. The district will ensure that English-Language Arts and Mathematics will be taught in single graded configurations.</p> | <p>All Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$583,428 - LCFF base, Supplemental/C concentration, Title II, Title I, EPA (Education Protection Act), REAP (Rural Education Achievement Program), salaries and benefits</p> |
| <p>A credentialed teacher will provide technological literacy, RtI, and Structured Language Development instruction.</p> | <p>All Grades: All</p> | <p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>\$65,740 - Supplemental/C concentration funds; salaries and benefits</p> |
| <p>Provide academic counseling services.</p> | <p>All Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$19,090 - LCFF base funding; salaries and benefits</p> |

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| <p>Maintain a minimum of .20 FTE (one day per week) of music instruction for students K-8.</p> | <p>ALL Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>12,912 - - LCFF based funding; salaries and benefits</p> |
| <p>District will maintain current salary schedule to allow for 21 hours of staff development specifically designated for instructional strategies & school climate beyond the school day.</p> <p>Provide 2 days of substitute coverage for CCSS related staff development for each credentialed staff person.</p> | <p>ALL Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>3% salary maintenance of contractually accepted salary schedule for general education teachers, counselor, and special education teacher - \$24,682 - Supplemental/C oncentration, salaries and benefits</p> <p>\$3,113 for substitute costs - Supplemental/C oncentration, salaries and benefits</p> |

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| <p>Provide 1 book per student for Summer/Reading/Literacy Project.</p> <p>Provide a literature-based curriculum designed to build English skills.</p> <p>Provide a weekly time for students to go to the school library</p> | <p>ALL Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$2000 - Supplemental/Concentration funds and supplies</p> |
| <p>Provide registration and backboard materials for Science Fair and History Day projects.</p> | <p>All Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$500 - Lottery and supplies</p> |

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| GOAL: | <p>3. To improve the school climate to impact the school culture, allowing all students to access an environment conducive to learning.</p> | <p>Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8</p> <p>Local:</p> <p>Basic Services (1): Williams Audit report and FIT (Facilities Inspection Tool)</p> <p>Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on trimester basis.</p> <p>Other Pupil Outcomes (8): School Lunch participation counts on a trimester basis.</p> <p>Parent Involvement (3): Parent Satisfaction Survey.</p> <p>Outcomes:</p> <p>Using the Williams and FIT, the district will maintain an overall rating score of the facilities of "good" or better. All areas of that are inadequate will be addressed with a plan of action prior to June of 2016 to bring to "good" standard.</p> <p>Overall student attendance as measured by student attendance rate in Schoolmaster, will show a positive attendance of 95% school wide and our chronically absent or tardy students in grades 6-8 will be reduced by 10% over the 2015-2016 2nd trimester data of 24%.</p> <p>Suspensions days, both inschool and out-of-school, will be decreased by 25% over the 61.5 days assigned in 2015-2016 using Schoolmaster discipline data.</p> <p>Using the parent survey data, at least 60% of parents completing the</p> |
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| | | | survey that indicate that their child had adequate time to eat lunch and play at recess during the lunch hour. |
| Identified Need: | The physical plant is not at an optimal level for learning; Student suspensions/referrals, behavioral consistency, and communication are impeding student performance. | | |
| Goal Applies to: | Schools: | All | |
| | | Grades: All | |
| | Applicable Pupil Subgroups: | Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities, Homeless | |
| LCAP Year 1 | | | |
| Expected Annual Measurable Outcomes: | <p>Basic Services (1): Williams Audit report and FIT (Facilities Inspection Tool)</p> <p>Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on trimester basis.</p> <p>Other Pupil Outcomes (8): School Lunch participateion counts on a trimester basis.</p> <p>Parent Involvement (3:) Parent Satisfaction Survey.</p> <p>Outcomes:</p> <p>Using the Williams and FIT, the district will maintain an overall rating score of the facilities of "good" or better. All areas of that are inadequate will be addressed with a plan of action prior to June of 2016 to bring to "good" standard.</p> <p>Overall student attendance as measured by student attendance rate in Schoolmaster, will show a positive attendance of 95% school wide and our chronically absent or tardy students in grades 6-8 will be reduced by 10% over the 2015-2016 2nd trimester data of 24%.</p> <p>Suspensions days, both inschool and out-of-school, will be decreased by 25% over the 61.5 days assigned in 2015-2016 using Schoolmaster discipline data.</p> <p>Will decrease expulsion rate from one student in 2015-2016 to zero in 2016 -2017 and maintain zero in 2017-2018.</p> <p>Using the parent survey data, at least 60% of parents completing the survey that indicate that their child had adequate time to eat lunch and play at recess during the lunch hour.</p> | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>Provide PBIS and HOM training for newly hired staff.</p> <p>Provide staff reading on Restorative Justice and PBIS</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$1200 for reading material</p> <p>- Supplemental/C concentration and supplies</p> |
| <p>Provide behavioral/ social-emotional counseling services.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$18,503 - Supplemental/C concentration funds, salaries and benefits</p> |
| <p>Prepare school breakfast & lunches on the school site on each day school is in session, coordinating with the ASES dinner program in terms of menu development and menu production.</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$52,760 - Cafeteria fund (salaries and benefits)</p> <p>\$11,965 - Cafeteria fund (food/supplies)</p> |

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| <p>Continue school-wide cafeteria waste-reduction program with fidelity.</p> | <p>School and District wide Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$1,000 - LCFF base funding - maintenance and supplies</p> |
| <p>Completion of focus items on Williams Audit and/or Prop 39 projects and/or Facilities Inspection Tool.</p> | <p>School and District wide Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$128,477 - LCFF base funding; maintenance, salaries, benefits, supplies and services. \$30,000 Deferred Maintenance funds, supplies and services \$51,141 Clean Energy Jobs funds, supplies and service</p> |
| <p>The district will appoint a committee to pursue grants, funding opportunities, and a timeline for installation from the community to replace the play structure on the west playground</p> | <p>School and District wide Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$108,430 - Cost included in Superintendent's salary - LCFF base funding, salaries and benefits</p> |

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| <p>In the Summer 2016, the Boys Restroom floor, privacy panels, and toilets will be replaced. Over the winter break, if feasible or in late June, 2016, the current portable structure will be replaced.</p> | <p>All Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$30,000 - deferred maintenance, supplies and services</p> |
| <p>The addition of a part-time Vice-Principal will assist with administration's focus on: student climate by retooling discipline matrix and procedures to include concepts of restorative justic and PBIS to lower suspensions and classroom chronic disruptions, and providing consistent administrative presence when principal is off-campus</p> | <p>All Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$40,069 - LCFF base funding, school administration, salaries and benefits</p> |
| <p>LCAP Year 2</p> | | | |

| <p>Expected Annual Measurable Outcomes:</p> | <p><u>Metric</u></p> <p>Basic Services (1): Williams Audit report and Facilities Report Card as well as plant improvement work-orders.</p> <p>Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on a trimester basis.</p> <p>Other Student Outcomes (8): School Lunch participation counts on a trimester basis.</p> <p>Parent Involvement (3): Parent Satisfaction Survey on ASES procedures and practices.</p> <p><u>Outcome</u></p> <p>50% suggested improvement on facilities in the area of bathroom, ceiling, playground and Prop 39 projects;</p> <p>Suspension rates to decrease by 20% each trimester from previous trimester.</p> <p>School lunch participation to increase by 30%.</p> <p>Will decrease expulsion rate from one student in 2015-2016 to zero in 2016 -2017 and maintain zero in 2017-2018.</p> | | |
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| | <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> |
| <p>Provide PBIS and HOM training for newly hired staff.</p> <p>Provide staff reading on Restorative Justice and PBIS</p> | <p>School and District wide</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$1,000 - Supplemental/Concentration and supplies</p> |

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| Provide behavioral/social-emotional counseling services. | School and District wide Grades: All | <input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other | \$18,796 - Supplemental/C oncentration funds, supplies and benefits |
| Prepare school breakfast & lunches on the school site on each day school is in session, coordinating with the ASES dinner program in terms of menu development and menu production. | School and District wide Grades: All | <input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other | \$55,243 - cafeteria fund (salaries and benefits) \$11,965 - cafeteria fund (food/supplies) |
| Continue with waste-reduction program. | School and District wide Grades: All | <input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other | \$1,000 - LCFF base funding - maintenance and supplies |

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| <p>Completion of focus items on Williams Audit and/or Prop 39 projects and/or Facilities Inspection Tool.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>\$126,113 - LCFF base funding; maintenance, salaries, benefits, supplies and services. \$25,000 Deferred Maintenance funds, supplies and services \$51,141 Clean Energy Jobs funds, supplies and servicew</p> |
| <p>The district will develop or appoint a committee to work on grants, funding opportunities from the community, and a timeline for installation for the play structure on the east playground.</p> | <p>School and District wide Grades: All</p> | <p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>\$108,430 - Cost included in Superintendent salary - LCFF base funding, salaries and benefits</p> |
| <p>The addition of the Vice-Principal will assist with administration's focus on: student climate by retooling discipline matrix and procedures to include concepts of restorative justic and PBIS to lower suspensions and classroom chronic disruptions, and providing consistent administrative presence when principal is off-campus</p> | <p>all Grades: All</p> | <p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p> | <p>\$40,624 - LCFF base funding - school administration, salaries and benefits</p> |
| <p>LCAP Year 3</p> | | | |

| <p>Expected Annual Measurable Outcomes:</p> | <p><u>Metric</u></p> <p>Basic Services (1): Williams Audit report and Facilities Report Card as well as plant improvement work-orders.</p> <p>Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on a trimester basis.</p> <p>Other Student Outcomes (8): School Lunch participation counts on a trimester basis.</p> <p>Parent Involvement (3): Parent Satisfaction Survey on ASES procedures and practices.</p> <p><u>Outcome</u></p> <p>50% suggested improvement on facilities in the area of bathroom, ceiling, playground and Prop 39 projects;</p> <p>Suspension rates to decrease by 20% each trimester from previous trimester.</p> <p>School lunch participation to increase by 30%.</p> <p>Will decrease expulsion rate from one student in 2015-2016 to zero in 2016 -2017 and maintain zero in 2017-2018.</p> | | |
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| | <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> |
| <p>Provide PBIS and HOM training for newly hired staff.</p> <p>Provide staff reading on Restorative Justice and PBIS</p> | <p>All</p> <p>Grades: All</p> | <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p> | <p>\$1000 - Supplemental/Concentration funds and supplies</p> |

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| <p>Provide behavioral/social-emotional counseling services.</p> | <p>All Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$19,090 - Supplemental/Concentration funds, salaries and benefits</p> |
| <p>Prepare school breakfast & lunches on the school site on each day school is in session, coordinating with the ASES dinner program in terms of menu development and menu production.</p> | <p>All Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$49,000 - cafeteria fund (salaries and benefits) \$11, 965 - cafeteria fund (food/supplies)</p> |
| <p>Continue with waste-reduction program</p> | <p>all Grades: All</p> | <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>\$1000 LCFF base funding - maintenance and supplies</p> |

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| <p>The addition of a part-time Vice-Principal will assist with administration's focus on:</p> <p>student climate by retooling discipline matrix and procedures to include concepts of restorative justic and PBIS to lower suspensions and classroom chronic disruptions, and providing consistent administrative presence when principal is off-campus</p> | <p>The addition of the Vice-Principal will assist with administration's focus on:</p> <p>student climate by retooling discipline matrix and procedures to include concepts of restorative justic and PBIS to lower suspensions and classroom chronic disruptions, and providing consistent administrative presence when principal is off-campus</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>\$41,179 - LCFF base funding - school administration, salaries and benefits</p> |
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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| Original Goal from prior year LCAP: | 1. Parents and students will be engaged in the learning community at Blue Lake School. | Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 _6 _7 _8 Local: |
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| Goal Applies to: | Schools: | All | | |
| | Grades: | All | | |
| | Applicable Pupil Subgroups: | Redesignated fluent English proficient, English Learners | | |
| Expected Annual Measurable Outcomes: | Metric | <p>Basic (1) & Parental Involvement (3): Parents of ELL students will complete the annual parent survey, acknowledge receipt of Student-Parent-Handbook in Spanish;</p> <p>Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis. Our chronic absenteeism rate is 8%.</p> <p>Outcome</p> <p>65% of the written and oral mass communications will be available to ELL students at the same time it is given to the enrollment as a whole.</p> <p>Attendance rate will be increased by 2% and daily unexcused tardies will be reduced by 10%.</p> | Actual Annual Measurable Outcomes: | <p>Blue Lake School does send timely written and oral mass communication in Spanish to ELL students at the same time it is given to the total enrollment more than 85% of the time.</p> <p>In 2013-2014, we had 48 students that fit the definition of truant. In 2014-2015, that number rose to 83 students. In 2015-2016, we reduced from the previous year by 17 students to 66 meeting the definition of truant.</p> <p>Attendance was 94.3%.</p> |
| | | | | |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| <p>A Spanish translation will be made in the automatic calling system (BLACKBOARD/ALERT NOW).</p> <p>Positive & negative consequence program for attendance & tardies; daily communication regarding attendance</p> | \$0 | <p>This has been done 100% of the time, the entire school year.</p> | 0.00 | |

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| Scope of service: | School and District wide Grades: All | | Scope of service: | This item will be removed from focus and the priority will be on number of contacts and parent/family satisfaction of those contacts. Grades: All | |
| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other | | |
| Newsletters and letters from the office will be translated into Spanish. | | \$0 | This has been done more than 85% of the time throughout the school year. | | 0.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | This goal will be eliminated from focus and number of contacts and satisfaction of contacts will replace this action/service. Grades: All | |
| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other | | |

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| To foster attendance, bus transportation will be provided. | | \$0 | The district provided bus transportation in the morning beginning the 3rd day of school, five days per week. The district recruited and paid for the training of a current employee to secure the school bus endorsement on his driver's license and he was eligible to begin driving on January 2, 2016. Since January 2, 2016, the district has provided M-F transportation for both to school and to home. | | \$12,713.00 to date |
| Scope of service: | School and District wide Grades: All | | Scope of service: | This will continue to to be an action item. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared. | | \$0 | School-Site Council, DLAC, and ELAC committees met. The district had hoped to establish an ASES advisory committee. A configuration for a single clerk for check-in and check-out procedures remedy concerns; therefore, the committee did not seem to be needed. The surveys indicated a more positive feeling for the overall ASES structure. | | 0 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | The communication around policies, committees, and procedures will continue to be reviewed. Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Positive & negative consequence program for attendance & tardies; daily communication regarding attendance. | | \$0 | The actual action and service that was implemented was a tighter following of the SART and SARB process, daily communication of absences/tardies, and attendance recognition at assemblies. Attendance was also discussed at SST's as appropriate. | | 0.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | With regard to planned scope, we will continue the above scope/service and fortify with an attendance incentive program. Grades: All | |
| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| What changes in actions, services, and expenditures | The implementation of yellow tickets will be introduced for positive recognition of on-time and attending behavior. We will continue to communicate in a student's home language, however the focus will shift to parent/family contact numbers and the satisfactions with those contacts. | | | | |

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| Original Goal from prior year LCAP: | 2. Students will achieve competency in core academics and will be prepared for high school and post-secondary opportunities. | | Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: |
| Goal Applies to: | Schools: | All | |
| | Applicable Pupil Subgroups: | All | |

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| <p>Expected Annual Measurable Outcomes:</p> | <p><u>Metric</u></p> <p>Basic (1): Using the Williams reports and Facilities Report Card, the district will provide a physical plant conducive to learning with sufficient materials and qualified teachers.</p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation.</p> <p>Student Achievement (4): Using program (Rtl, Special Education) enrollment data, CELDT data, and CAASPP Interim Assessments to measure student CCSS proficiency.</p> <p>Course Access (7): Using report cards and SchoolMaster, student will receive instruction in all core curricular areas.</p> <p>Other Student Outcomes (8): All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p> <p><u>Outcome</u></p> <p>Individual student fluency will increase by 25% or meet grade level standard; The district will increase staff and student participation in Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week. Targets will be that students participating in Rtl will increase their fluency by 5% with each Tier 2 6 week session and indicated by improvement on CAASPP. The district will have a 25% redesignation of ELL students.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>In 2013-14, the district implemented Rtl to 8 students in K-3 and no student exited to general education or SpEd referral; In 2014-15, 16 students were served K-5 and 1 was exited to SpEd referral; In 2015-16, 25 students were served K-6, 5 exited to SpEd referral and 8 returned to general education without intervention.</p> <p>In Tk-K: 0 students were at the target at 1st Trimester; 2nd Trimester 2 met the target and 5 were approaching; In 1st grade: 12 students out of 20 were below expected fluency, 14 out of 20 met the target at 2nd trimester; In 2nd grade: 7 students were not at target out of 17, at 2nd trimester 3 students entered and 1 student was not at target - of the 7, 1 student was approaching and 1 was at target. In 3rd grade: 13 out of 22 were not at target, at 2nd semester 9 students were not at target. In 6th - 8th grade: 35 students were not at target, of those not at target 1st semester, 26 met target at 2nd semester.</p> <p>11 students were honored at the County Science Fair. Every student 4 - 7th grade participated in school Science Fair individually or as a group.</p> <p>More than 80% of the students who were given summer literacy books, participated in the teacher chat at the beginning of the year. The library-tech noted that the books chosen for summer reading have had increased borrowing from the library.</p> <p>In 2015-2016, we met the class reduction goal and single graded classrooms. We did have 1 combination, a 4th/5th grade, however, the students were separated for their Math instruction.</p> |
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| LCAP Year: 2015-16 | | | |
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| Planned Actions/Services | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| The district will maintain average class sizes of no more than 24 students and a single graded classroom when there are at least 20 students at that grade level. | | \$525,471 <i>RS0000, RS0001, RS1400, RS3010, RS4035, RS5820</i> | The only combination classroom is our 4th and 5th grade. The 4th grade receive single graded instruction in mathematics. \$537,050 |
| Scope of service: | School and District wide Grades: All | | Scope of service: The district will expand to include single graded ELA at all grade levels. Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |
| A credentialed teacher will provide technological literacy, Rtl, and Structured Language Development instruction. | | \$35,273 <i>RS0001</i> | Two teachers provide Rtl services, part-time; The annual cost was lower because the teacher hired was on the lower salary placement than orginally budgeted. Given the need for scheduling Rtl, structured language development, and technology, the .60 FTE was increased to .80FTE. \$25,287.00 |

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| Scope of service: | School and District wide Grades: All | | Scope of service: | The needs of this position will be increased to a FTE. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Provide Academic Counseling Services | | \$12,290 RS0000 | The district hired a school psychologist in August, however due to personal issues the individual resigned at the end of November. | | \$5963.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | The district provide counseling until the departure of the school psychologist. The district has and will continue this as a priority for obtaining for the district. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| Maintain music instruction by credentialed teacher | | \$13,974 RS0000 | <p>The district was unable to secure a credentialed music teacher. Music instruction is provided by a musician with a degree in music and is in the process of pursuing his credential.</p> <p>Each grade level K-5 receives weekly classroom instruction. Grades 4 -8 has the opportunity to participate in a variety of instrumental and vocal ensembles.</p> | | \$10,755.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | Each grade level K-5 receives weekly classroom instruction. Grades 4 -8 has the opportunity to participate in a variety of instrumental and vocal ensembles. Two days of instruction will continue. Grades: All | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | |

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| <p>Increase contracted work days from 183 to 185 to allow for staff development specifically designated for instructional strategies & school climate.</p> <p>Provide at least 2 opportunities of staff development in the area of the My Math mathematics adoption.</p> <p>Provide 2 days of substitute coverage for CCSS related staff development for each credentialed staff person.</p> | | <p>3% salary increase for additional calendar days required:</p> <p>\$16,824 Teachers;</p> <p>\$ 740 Counselor;</p> <p>\$3,977 SpEd Teachers;</p> <p>\$2,620 for Supt.</p> <p>Supplemental /conc.funds</p> | <p>Negotiations with BLUEST were reached to include 21 hours in the area of school climate, student achievement, CCSS beyond the regular contracted day.</p> <p>The district participated in staff development in the late Spring of 2015 from the company and were gravely disappointed in the quality therefore did not further pursue.</p> <p>Several teachers participated in HCOE and HSU coordinated CCSS workshops.</p> | <p>\$16, 872 teachers; \$4397 teachers for coverage.</p> |
| <p>Scope of service:</p> | <p>School and District wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>The district will continue to maintain the 3% of the negotiated increase to the salary schedule.</p> <p>The district will continue to support CCSS workshops.</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |

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| Provide 1 book per student for Summer/Reading/Literacy Project. | | \$2,000 RS0001 | The district provided 1 book per student for each grade level, Tk-5. The teachers then met with their class from the previous year on the 3rd day of school to chat about the summer reading. | | \$2000.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | This will be expanded to cover grades Tk-7th. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Provide registration and backboard materials for Science Fair and History Day projects. | | \$ 500 RS1100 | Every student in 4th - 7th grade participated in Science Fair this year. 11 students were honored at the County Science Fair. | | \$255.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | Next year, students will participate in History Day, grades 4 - 7 Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| What changes in actions, services, and expenditures | <p>There will be a focus on single grade instruction for both ELA and Mathematics.</p> <p>The district will increase ELA service minutes for eligible students.</p> <p>The district will continue to expand on ways to recruit and secure an on-site counselor in addition to continuing with services provided by Remi Vista.</p> |
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| Original Goal from prior year LCAP: | 1. To improve the school climate to impact the school culture, allowing all students to access an environment conducive to learning. | Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 _8 Local: | | | | |
| Goal Applies to: | <table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table> | Schools: | All | Grades: | All | |
| Schools: | All | | | | | |
| Grades: | All | | | | | |
| Applicable Pupil Subgroups: | All | | | | | |

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| <p>Expected Annual Measurable Outcomes:</p> | <p><u>Metric</u></p> <p>Basic Services (1): Williams Audit report and Facilities Report Card as well as plant improvement work-orders.</p> <p>Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on a trimester basis.</p> <p>Other Student Outcomes (8): School Lunch participation counts on a trimester basis.</p> <p>Parent Involvement (3): Parent Satisfaction Survey on ASES procedures and practices.</p> <p><u>Outcome</u></p> <p>50% suggested improvement on facilities in the area of bathroom, ceiling, playground and Prop 39 projects; 100% completion of painting project.</p> <p>Suspension rates to decrease by 20% each trimester from previous trimester.</p> <p>School lunch meals served to increase by 30% over 3 years.</p> <p>Parent satisfaction improvement of 30% over 3 years.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>The district implemented an on-site breakfast and lunch food service. Both the breakfast and lunch program have tripled the average participate count each month.</p> <p>The district painted in the entire school plant. The district also redid the walls of the MPR and painted.</p> <p>Given the cost to repair the just the bathrooms of the portables and the state of the portables, the district needs to replace the entire unit and the replacement will cost less than the bathroom repair.</p> <p>The district has spoken with playground companies to begin the process of replacing the west playground.</p> <p>10 staff people participating in HCOE training on PBIS. The very initial steps of implementation have been established.</p> <p>The district was unable to provide consistent and continuous counseling services.</p> |
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| LCAP Year: 2015-16 | | | | |
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| Planned Actions/Services | | Actual Actions/Services | | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| Implement PBIS with fidelity in both the traditional school day and ASES. Create a review committee to meet Bi-monthly, consisting of 2 parents (1 primary, 1 intermediate), 1 teacher, the ASES coordinator, and Superintendent to pinpoint areas of concern and create an action plan. | | \$10,000 RS0001 | 10 staff members participated in PBIS training. The committee did not meet. Counseling was not sustained due to staff resignation. | \$7502.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: Continue implementation, begin Restorative Justice Implement an ASES review given the new leadership and structure anticipated. Pursue counseling options Grades: All | |
| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other | |

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| Provide behavioral/ social-emotional counseling services. | | \$12,279 RS0001 | Provided through Remi Vista Counseling Services partnership for student eligible through Medi-Cal; District services were not sustainable beyond November given counselor resignation and inability to fill vacancy. | | \$5963.00 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | Continue partnership with Remi Vista services and look at intern possibilities to provide counseling services. Grades: All | |
| <input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other | | | <input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other | | |
| Prepare school breakfast & lunches on the school site on each day school is in session, coordinating with the ASES dinner program in terms of menu development and menu production. | | \$20,551 Fund13 (staffing) \$25,000 Fund 13 (food/supplies) | The was met. | | \$24, 952 staffing; \$21,081 food/supplies |
| Scope of service: | School and District wide Grades: All | | Scope of service: | To continue. Grades: All | |

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| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Complete the painting of the entire plant. | | \$50,000 RS0230 | 100% completed. | | \$34,000. Some of the painting expenses were paid during the 2014-2015 school year. |
| Scope of service: | School and District wide Grades: All | | Scope of service: | Met and not carrying over. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Renovation/Remodel of the bathroom in portable building. | | \$25,000 RS0230 | Was not cost effective given the state of the whole portable. The project was placed on hold for one year. | | Project dollars to be carried over. |

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| Scope of service: | School and District wide Grades: All | | Scope of service: | This will be a focus of the 16-17 year. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Develop a committee to focus on finance plan for the purchase of playground equipment for large west playground. | | \$0 | Planning steps began, principal made inquiries to company to bring to a development committee. | | Carry over budgeted dollars to 16-17 |
| Scope of service: | School and District wide Grades: All | | Scope of service: | Continue to implementation. Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| What changes in actions, servcves, and expenditures | The district will continue with PBIS implementation and provide reading information on Restorative Justice practices. The district is looking at internship possibilities to cover counseling needs. | | | | |

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

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| Total amount of Supplemental and Concentration grant funds calculated: | 135555 |
| <p>For 2016-2017: Supplemental funds will be spent to target our students who are achieving at rates below grade level by teachers obtaining staff development for 21 hours beyond their contracted day to maintain the contractually agreed upon 3% increase in salary. The district will deliver all ELL and Mathematics instruction to single graded classrooms. We will also provide our ELL population increased language acquisition instructional time with a credentialed teacher. Additionally, we will include counseling time that is devoted to school climate. Finally, the district will spend the supplemental funds on the improvement of the facilities to assist with an environment more conducive to learning. The district arrived at these decision through the gathering of stakeholder input, the adherence to the William's Act mission, and in review of our 2015-2016 outcomes in the areas of Foster Youth and ELL.</p> <p>Blue Lake School will receive Supplemental and Concentration Grant Funding that will equal \$135,555 in 2016/2017; and 160,924.00 in 2017/2018; and 148,482 for 2018/2019</p> <p>Currently, Blue Lake Union School District has less than 2% of the student population qualifying as an ELL student and 53% of the student population qualifying as low income students. We currently have 1 foster youth student. Our English learners are assessed with the CELDT each year and support services are provided in the classroom to build skills for the aim of reclassification. Our prioritized focus groups of low income, special education, and English Learners will benefit from the smaller class sizes and grade level configurations provided in the action plans with regard to teacher assignment and hire. Rich technological classrooms and a learning environment that emphasizes strategies that attend to Values, Inclination, Sensitivity, Capability, and Commitment will serve to prepare all students including those where obstacles or barriers may have been in place prior to the implementation of the goals and the focus on student engagement, parent engagement, and achievement.</p> <p>It is also important to make the facilities changes and upgrades to provide an environment conducive to positive learning and behavioral outcomes as the Williams Act ensures.</p> | |

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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| 10.83 | % |
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Using the FCMAT calculation tool, the MPP for Blue Lake School, will equal 10.83% in 2016-2017; 13.5% in 2017-2018; 12.79% in the 2018-2019 school year. The Rtl services will equal 20% of the school time dedicated to intensive services for our low income in addition to 50% of the counseling time will be dedicated to climate, sensitivity, and achievement for our prioritized groups. 100% of the translation services in addition to the focused ELD instructions, support, and intervention services in addition to the services we are providing all students will be dedicated to our ELL population.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).